



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)

Does Role for a district Office Personnel evaluator need to be set here?

User ID

Password

Login Role:

▼

?

User can be Evaluator  
Could also be Analytic User.  
Functions will be limited to generate  
the output file/s

Is Login Required to print ?

What type of evaluation is this:

- ☐ Pre-Conference
- ☒ Observation
- ☐ Post-Conference

[Print Evaluation Documents](#)



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)Evaluator **Teacher** Principal

Name	ID	Evaluation Start	Evaluation Type	Status	Select
Smith	10001	09/01/10	Observation	Saved	<input checked="" type="checkbox"/>
Smithson	2002	09/15/10	Preconference	Submitted	<input type="checkbox"/>

Open Evaluation

Enter name or ID Number

search

and evaluation start dates.  
User will select evaluation to  
be resumed if any.

Enter missing information  
in the Fields below.

Evaluator ID

Evaluator First Name

Evaluator Last Name

Evaluator Middle Initial

Evaluator School Entity ID

Evaluator District Entity ID

What setting: ☐ Pre-Conference  
☒ Observation  
☐ Post-Conference

Complete Evaluation Forms

Print Evaluation Documents

Logout

Save

Evaluator can select document  
type needed. Only those  
documents will appear in the  
entry forms.  
Only the document type selected  
would be printed for field use.

User can logout only after save.  
Otherwise session is abandoned



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)

Enter name or ID Number

Search

Name	ID	Evaluation Start	Evaluation Type	Status	Select
Smith	10001	09/01/10	Observation	Saved	<input checked="" type="checkbox"/>
Smithson	2002	09/15/10	Preconference	Submitted	<input type="checkbox"/>
					Open Evaluation

**Evaluator** Teacher PrincipalEnter missing information  
in the Fields below.Teacher ID Teacher Last Name Teacher First Name Teacher Middle Initial Teacher District ID Teacher District Name Teacher School ID Teacher School Name Subject: Grade: Teacher Assignment Not counting the current school  
year, how many TOTAL years  
of teaching experience does  
this teacher have? Include  
years not at this school/district.  
1-2  
3-10  
11+  
Not known

Teacher Type:

  
Non-Continuing

Save

Enter Scores

Logout

Enter Scores will check  
entry for completeness  
and take user to first  
Rubric Section.User can logout only after save.  
Otherwise session is abandonedEnter Scores Button will start the clock  
on completing entry of the data.



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)

Save

Clear All

Submit

Print Report

Logout

Need Help

**Pre-Conference Entry Form**

Teacher Name:

Teacher Name

Need Help



Subject:

Some Subject

Report Date:

12/12/12

Pre-Conference Date:

12/12/12

Grade:

Some Grade

Content

Formative Assessment

Instructional Strategies

Learning Engagement

Learning Community

Professional Responsibilities

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Proficient			
Task Analysis	Descriptors demonstrates knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks (4a, 4f, 7c)	aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	sequentially, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	sequenced. (4f, 7b, 7c)	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Evaluator Notes: These will not print on the output





REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

Submit will be disabled until all required values for all rubrics are submitted.  
(6.1.4.5,6)

User can logout only after save. Otherwise session is abandoned



Save

Clear All

Submit

Print Report

Logout

**Observation Entry Form**Teacher Name: Subject: Report Date: Observation Date: 

Need Help ?

Scores will be populated by selecting the button value in the descriptors.

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

[Content](#) / [Formative Assessment](#) / [Instructional Strategies](#) / [Learning Engagement](#) / [Learning Community](#) / [Professional Responsibilities](#)

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Evaluator can view or print reports only when all rubrics are completed and the results are

Element Score	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	<b>Descriptors</b>					
Conceptual Understanding	Guides students to create their own representations and explanations of concepts.  Engages students in using simultaneous multisensory representations. (4a)  <input checked="" type="checkbox"/>	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)  <input type="checkbox"/>	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)  <input type="checkbox"/>	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)  <input type="checkbox"/>	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)  <input type="checkbox"/>	<input type="checkbox"/>
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)  <input checked="" type="checkbox"/>	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)  <input type="checkbox"/>	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)  <input type="checkbox"/>	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)  <input type="checkbox"/>	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)  <input type="checkbox"/>	<input type="checkbox"/>
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)  <input checked="" type="checkbox"/>	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)  <input type="checkbox"/>	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)  <input type="checkbox"/>	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f)  <input type="checkbox"/>	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)  <input type="checkbox"/>	<input type="checkbox"/>

Comments (optional)

Evaluator Notes: These will not print on the output

Scores should be autosaved



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)

If Clear All is  
selected the  
decision will be  
validated:  
Are you sure?



Save

Clear All

Submit

Print Report

Logout

**Observation Entry Form**Teacher Name: Subject: Grade: Report Date: Observation Date: 

Need Help ?

[Content](#) | [Formative Assessment](#) | [Instructional Strategies](#) | [Learning Engagement](#) | [Learning Community](#) | [Professional Responsibilities](#)

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element Score	5	4	3	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Proficient			
Descriptors						
Real-Time	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (5a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments  
(optional)

Evaluator Notes: These will not print on the output



Observation Entry Form

Teacher Name: 

Teacher Name

Subject: 

Some Subject

Grade: 

Some Grade

Report Date: 

12/12/12

Observation Date: 

12/12/12

- Content
- Formative Assessment
- Instructional Strategies
- Learning Engagement
- Learning Community
- Professional Responsibilities

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5	4	3 Proficient	2	1	0	Comments (optional)
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
Modeling	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective. (8d, 8e, 8f) <input checked="" type="checkbox"/>	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f) <input type="checkbox"/>	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f) <input type="checkbox"/>	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f) <input type="checkbox"/>	Shows an example of a product/ performance. (8d, 8e, 8f) <input type="checkbox"/>	<input type="checkbox"/>	
Or							
Constructing knowledge	<ul style="list-style-type: none"><li>Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development.</li><li>Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings.</li><li>Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i)</li></ul> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"><li>Presents problem/situation and allows open-ended processing of thinking to promote conceptual development.</li><li>Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings.</li><li>Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i)</li></ul> <input type="checkbox"/>	<ul style="list-style-type: none"><li>Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development.</li><li>Scaffolds questions to class to guide understanding and clarify misunderstanding.</li><li>Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i)</li></ul> <input type="checkbox"/>	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) <input type="checkbox"/>	Presents problem/situation with discussion. (8d, 8e, 8i) <input type="checkbox"/>	<input type="checkbox"/>	
Practice/ Aligned Activity	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community. (2b, 3b, 3c, 6d, 6f, 8d) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"><li>Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience.</li><li>Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d)</li></ul> <input type="checkbox"/>	<ul style="list-style-type: none"><li>Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice</li><li>Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d) <input type="checkbox"/></li></ul> <input type="checkbox"/>	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d) <input type="checkbox"/>	Assigns independent practice or conceptual development activity. (6d, 8d) <input type="checkbox"/>	<input type="checkbox"/>	
Feedback (during the lesson)	Students accurately apply specific feedback to advance their learning. (6d) <input checked="" type="checkbox"/>	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d) <input type="checkbox"/>	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d) <input type="checkbox"/>	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d) <input type="checkbox"/>	Provides academic feedback during the lesson. (6d) <input type="checkbox"/>	<input type="checkbox"/>	
Monitor and Adjust	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: <ul style="list-style-type: none"><li>Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.).</li><li>Changes the cognition level. (2b, 8a, 8b)</li></ul> <input checked="" type="checkbox"/>	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: <ul style="list-style-type: none"><li>Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.).</li><li>Changes the cognition level. (2b, 8a, 8b)</li></ul> <input type="checkbox"/>	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub- objective levels to either move forward with/or adjust instruction. (8a, 8b) <input type="checkbox"/>	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b) <input type="checkbox"/>	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b) <input type="checkbox"/>	<input type="checkbox"/>	

Evaluator Notes: These will not print on the output



Formative Cycle Report

Teacher Name:

Subject:

Grade:

Rubric	Element	Observation Cycle 1			Element Totals		Rubric		Comments
		Pre	Obs	Post	Sum	Points Possible	Sum	Points Possible	
Content	Conceptual Understanding		4		4	5	15	25	<div>Comments</div>
	Task Analysis	2	3		5	10			
	Connections to Content		3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	<div>Comments</div>
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	<div>Comments</div>
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	<div>Comments</div>
	Teacher to Student Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	<div>Comments</div>
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
Professional Responsibilities	Engagement in Meaningful and Appropriate...				0	5	0		<div>Comments</div>
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			
Observation Total:							60	115	

Reinforcement Goal:

Refinement Goal

Educator Goal

Educator Goal Met? ☐

Evaluator Name:

Teacher Name:

Date

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.





Summative Cycle Report

Teacher Name:

Subject:

Grade:

Observation  
Cycle 1

Rubric	Sum	Points Possible	Sum	Points Possible
Content	15	25	16	25
Formative Assessment	10	15	13	15
Instructional Strategies	15	30	18	30
Learner Engagement	11	25	13	25
Learning Community	9	20	10	20
Professional Responsibilities	0	20	0	
	60	115	70	115

If data is entered into this Rubric, it should be displayed on reports, along with Total Points Possible. If no data entered for this Rubric, then the Total Points Possible for this Rubric should not be included on the report.

Summative Total:  Points Possible:

Reinforcement Goal:

Refinement Goal:

Educator Goal:

Educator Goal Met? ☐

Evaluator Name:

Teacher Name:

Date:

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.



Evaluation Field Document Post-Conference

Teacher Name:

Subject:

Grade:

Observation Date and Time: \_\_\_\_\_

You have five datys from the observation date to complete post.

Document should print in landscape orientation.

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

	5	4	3 Proficient	2	1	0	
Element	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
Content Accessibility	Descriptors						Comments
	Guides students to create their	Incorporates multiple effective	Incorporates effective	Incorporates	Incorporates		
	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for all students within the lesson, as evidenced by adapted materials, modifications and tracking of relevant literacy performance data for each student. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (6%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5h)		

Evaluator Notes: These will not print on the output

Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element	5	4	3 Proficient	2	1	0	Comments
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
	Descriptors						
Student Progress	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		
Correct Level of Difficulty	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the individual student level. (2c, 6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the sub-group level. (2c, 6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) and student work. (2c, 6a)	Articulates that real-time assessments are at the correct level of difficulty for more than half of the students. (2c, 6a)	Real-time assessment(s) are at the correct level of difficulty for less than half of the students. (2c, 6a)		

Evaluator Notes: These will not print on the output



Evaluation Field Document - Observation

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_

You have five datys from the observation date to complete post.

This is a PDF Document.  
Document should print in landscape orientation.

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Print PDF

Element	5	4	3	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Proficient			
	Descriptors					
Conceptual Understanding	Guides students to create their own representations and explanations of concepts.  Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)	
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. ( 4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)	
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)	

Comments (optional)

Evaluator Notes: These will not print on the output

More than one rubric can be on a page.  
However, the last rubric must fit completely on the page, or begin on a new page.

Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element	5	4	3	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Proficient			
	Descriptors					
Real-Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)	

Comments (optional)

Evaluator Notes: These will not print on the output